

Grade 6 Integrated Language Arts Unit	
Lesson 3: The Power of One	
<p><b>Connections to Financial Literacy</b></p> <p>In this lesson, students explore the concept of the “power of one” and how one person can make a difference. They develop an understanding of food security vs. hunger by defining what it means to “have enough”.</p> <p>Students reflect on whether food security is a want or need. They examine the value of good ideas and learn how entrepreneurialism can support individuals, families and communities. Students deepen their understanding about the role and value of education and the impact it can have on the evolution of a good idea into profitable action. As citizens of the global village, students learn that we all have responsibilities to make changes in the world to make it a better place.</p>	<p><b>Lesson 1 integrates:</b></p> <ul style="list-style-type: none"> <li>• Language Arts <ul style="list-style-type: none"> <li>○ Oral Communication</li> <li>○ Reading</li> <li>○ Writing</li> <li>○ Media Literacy</li> </ul> </li> <li>• The Arts <ul style="list-style-type: none"> <li>○ Drama</li> </ul> </li> </ul>
Curriculum Expectations	
Language Arts	
<b>Overall Expectations:</b>	<b>Specific Expectations:</b>
<p><b>Oral Communication</b></p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p><b>Active Listening Strategies</b></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p><b>Interactive Strategies</b></p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions</p>
<p><b>Reading:</b></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p><b>Demonstrating Understanding</b></p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p><b>Making Inferences/Interpreting Texts</b></p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts as evidence</p>

	<p><b>Extending Understanding</b> 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p><b>Point of View</b> 1.9 Identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives</p>
<p><b>Writing:</b> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p><b>Developing Ideas</b> 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p><b>Classifying Ideas</b> 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas</p> <p><b>Point of View</b> 2.5 Identify their point of view and other possible points of view; determine if their own view is supported by the evidence; and adjust their thinking</p>
<p><b>Media Literacy:</b> 1. demonstrate an understanding of a variety of media texts</p>	<p><b>Purpose and Audience</b> 1.1 explain how a variety of media texts address their intended purpose and audience</p> <p><b>Making Inferences/Interpreting Messages</b> 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</p> <p><b>Point of View</b> 1.5 Identify whose point of view is presented in a media text, identify missing or alternative points of view and determine whether the chosen view achieves a particular goal</p>
The Arts	
Overall Expectations:	Specific Expectations:
<p><b>Drama</b> <b>B1.</b> apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives</p>	<p><b>Creating and Presenting</b> <b>B1.1</b> engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places <b>B1.3</b> plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role</p>

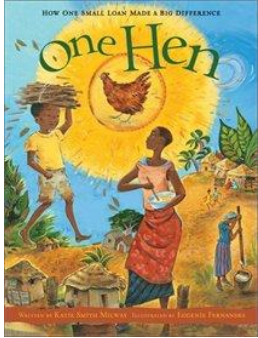
## Learning Goals

**At the end of this lesson, students will know, understand and/or be able to...**

- explore the concept of the “power of one” – *How one person can make a difference*;
- examine the concepts of food security vs. hunger;
- begin to understand how “entrepreneurialism” supports individuals, families, communities, towns, countries;
- explain the value of “good ideas”;
- understand the notion of “paying back” once one becomes successful;
- discuss the role and value of education;
- use drama as a means of sharing their understanding and thinking;
- identify the purpose and audience for specific texts;
- extract information from a text and develop their own interpretations;
- interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas;
- use a graphic organizer to collect and organize their ideas.

## Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p><b>Readiness</b></p> <p>For success in this lesson, students should have had previous exposure/ instruction in the following areas:</p> <ul style="list-style-type: none"> <li>• Inside/Outside Circle strategy</li> <li>• Inferring information from a text (author’s message)</li> <li>• Creating effective Mind Maps</li> <li>• Asking questions and building on each other’s ideas/thinking</li> <li>• Group work where ideas are brainstormed in a safe, learning environment</li> </ul>	<p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>• entrepreneur</li> <li>• non-profit organizations</li> <li>• food security</li> <li>• loan, enough</li> <li>• hope</li> <li>• self-sufficiency</li> <li>• taxes</li> <li>• wages</li> <li>• scholarship</li> <li>• business</li> <li>• terrace</li> <li>• compost</li> </ul>	<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>• <b><i>If the World Were a Village</i></b> by David J. Smith</li> <li>• <b><i>The Table Where Rich People Sit</i></b> by Byrd Baylor</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Document camera, if available</li> <li>• LCD projector</li> <li>• <b><i>One Hen: How One Small Loan Made a Big Difference</i></b> by Katie Smith Milway</li> <li>• <b>Grade 6 BLM 3-1: Value of Kojo’s Idea</b></li> <li>• <b><i>The Good Garden: How One Family Went from Hunger to Having Enough</i></b> by Katie Smith Milway</li> <li>• Tent cards with reflective</li> </ul>

<p><b>Instructional Strategy</b></p> <p><b>Inside/Outside Circle:</b> The teacher:</p> <ul style="list-style-type: none"> <li>• forms two concentric circles containing the same number of students - students in the inside circle face a partner standing in the outside circle</li> <li>• asks students from the inside circle to share something with their partner in a timed activity</li> <li>• encourages student in the outside circle to paraphrase what his/her “inside” partner shared/articulated</li> <li>• has students reverse roles - the students on the outside circle share with their inside partner</li> <li>• encourages student in the inside circle to paraphrase what his/her “outside” partner shared/articulated</li> <li>• controls the timing, e.g., “Outside circle, it’s your turn to share for one minute.”</li> <li>• has the inside circle rotate and the students turn to face their new partner - repeat the steps until students have shared with 2 or 3 partners</li> </ul>		<p>questions to support comparison of two texts and creation of mind maps</p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• <b>Grade 6 Appendix 3-1: Tent Card with Guiding Questions</b></li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>• <b><i>One Hen: How One Small Loan Made a Big Difference</i></b> by Katie Smith Milway</li> <li>• <b><i>The Good Garden: How One Family Went from Hunger to Having Enough</i></b> by Katie Smith Milway</li> <li>• Flip Camera or other video recording device, if possible</li> </ul> <p><b><i>One Hen: How One Small Loan Made a Big Difference</i></b> by Katie Smith Milway ISBN 978-1-55453-028-1</p>  <p>Synopsis: One Hen tells the story of Kojo, a boy from Ghana who turns a small loan into a thriving farm and a livelihood for many. After his father died, Kojo had to quit school to help his mother. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen. A year later, Kojo has built up a</p>
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		<p>flock of 25 hens. With his earnings Kojo is able to return to school. Soon Kojo's farm grows to become the largest in the region. Kojo's story is inspired by the life of Kwabena Darko, who as a boy started a tiny poultry farm just like Kojo's, which later grew to be the largest in Ghana, and one of the largest in West Africa. Kwabena also started a trust that gives out small loans to people who cannot get a loan from a bank. One Hen shows what happens when a little help makes a big difference. The final pages of One Hen explain the microloan system and include a list of relevant organizations for children to explore.</p> <p><b><i>The Good Garden: How One Family Went from Hunger to Having Enough</i></b> by Katie Smith Milway  <b>ISBN 978-1-55453-488-3</b></p>  <p>Synopsis:  This is a story about one struggling farming family in Honduras and their journey to grow enough food to meet their needs. Based on the real story of farm transformation underway in Honduras and many other countries, this book offers children ways they can be part of the movement to grow "good gardens" and foster food security.</p>
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**Minds On**

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

**Lesson Description****Notes to teacher:**

- Teacher refers to the book: ***If the World Were a Village*** by David J. Smith, (Food p. 17) and reads this page to class
- Students use the Inside/Outside Circle strategy to discuss the following questions as asked by the teacher:  
*The book states that “47 of the people in the global village do not have food security”. Is this fair?*
  - ✓ *Why do you think that almost half of the population in the global village does not have food security?*
  - ✓ *Why is it important to know this information?*
  - ✓ *What can we do to improve food security in our community and in other parts of the world?*
- Teacher refers back to the book: ***The Table Where Rich People Sit*** by Byrd Baylor. In this book, a value is attached to non-material things
- Teacher asks students:
  - ✓ *What is the value of a good idea? Think of a time when you had a great idea and discuss its value to yourself, to your family, and/or to your community with an elbow partner. Attach a monetary value to your idea.*
- Students share ideas with the whole class

**Assessment for learning**

Teachers will be able to assess students' prior knowledge regarding food security. This is an opportunity for him/her to build background knowledge as required.

**Differentiated Instruction**

When students have appropriate “think time”, the quality of their responses improves. Students are actively engaged in thinking with different questions and different partners. The activity encourages community building among students while incorporating movement and interaction. Reluctant participants may find it safer or easier to enter into a discussion with another classmate rather than with a large group.

**Action**

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

**Lesson Description****Notes to teacher:**

**Note to teacher:** This part of the lesson can take 2-3 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.

The goal is to use a variety of texts to explore students' understanding of the concept of "having enough", food security vs. hunger and how one person can make a difference with a good idea.

**Critical Challenge:**

**Do you think people in other parts of the world (global village) have the same understanding of what it means to "have enough"? Explain your thinking.**

**Is food security a need or a want? Is everyone entitled to food security? Explain your thinking.**

**How can one person make a difference in his/her local community?**

Teacher may record students' responses on chart paper:

Value of Kojo's Idea		
To Himself	To Family	To Community

Read Aloud 1: Teacher introduces ***One Hen: How One Small Loan Made a Big Difference*** by Katie Smith Milway and informs students that it is based on a true story.

- Teacher sets the context for the reading by asking students to consider the value of Kojo's (main character) idea to himself, to his family and to his community.
- After reading, students share their thinking with an elbow partner and then the whole class
- Teacher creates an anchor chart by annotating students' thinking
- Students may complete their own Graphic Organizer, **Grade 6 BLM 3-1: Value of Kojo's Idea**

**A for L** Assessment **for** learning

Teachers are able to assess students' ongoing understanding of learning goals by listening in to students' conversations and by their responses to questions

**A for L** Assessment **for** learning

Teacher circulates around the room to monitor the group conversations. He/she may ask probing questions to help deepen understanding through interaction with peers and materials.



Read Aloud 2: Teacher introduces **The Good Garden: How One Family Went from Hunger to Having Enough** by Katie Smith Milway and informs students that it is also based on a true story.

- Teacher asks students to reflect on the title and infer what is meant by “**having enough**” – teacher annotates student thinking on chart
- Teacher sets the context for the reading by asking students to think about how the story helps them understand the meaning of “**having enough**”
- After reading, students share their connections with an elbow partner and then the whole class

Comparison of the two texts:

Students work in groups of 3 – 4 to create a Mind Map using pictures, words and symbols to illustrate their understanding of the two texts. Students are encouraged to consider the following questions to help them develop their Mind Maps (**Grade 6**

**Appendix 3-1: Tent Card with Guiding Questions):**

- ✓ *How did Maria Luz's and Kojo's actions create hope in their communities?*
- ✓ *Maria Luz and Kojo were entrepreneurs. What does this mean?*
- ✓ *Why is it important to have entrepreneurs in our global village?*
- ✓ *How did Maria Luz and Kojo pay back their communities after they became successful?*
- ✓ *How did education support Maria Luz's and Kojo's success?*
- ✓ *What do you think about the concept of paying back?*
- ✓ *What is the symbolism of the “coyote” in The Good Garden?*
- ✓ *What is meant by this quotation: “The next time the boy asks Kojo where an egg will go, Kojo will say, ‘To your future, my child’.”*

**Assessment as Learning**

Opportunity to Co-Construct Criteria for “**What makes a good Mind Map**”

e.g.

- Symbols and words relate to the most important ideas in the text
- Like ideas and thoughts are connected by lines, arrows or symbols



## Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

### Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?)
- teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

## Lesson Description

## Notes to teacher:

### Student Discussion of Thinking:

- Each group connects with one other group to share their Mind Maps and reflections of key learning related to the lesson goals
- Students are encouraged to ask questions that will deepen their understanding (Accountable talk)

**Teaching Emphasis** - It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):

- The power of one – How one person can make a difference
- The value of good ideas
- Entrepreneurialism to support individuals, families, communities, towns, countries
- The notion of “paying back” once successful
- The role and value of education
- Food security vs. hunger
- The responsibility of citizens in the global village to take social action to improve the world

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

- Do you think people in other parts of the world (global village) have the same understanding of what it means to “*have enough*”? Explain your thinking.
- Is food security a need or a want? Is everyone entitled to food security? Explain your thinking.
- How can one person make a difference in his/her local community?
- As a citizen of the global village, we have

### **A<sub>as</sub>L** Assessment **as** learning

Students use this Success Criteria to check and make improvements to their Mind Maps and offer feedback to their peers.

### **A<sub>of</sub>L** Assessment **of** learning

The teacher can use this Success Criteria to serve as a checklist to identify which Mind Maps have “Met” or “Not Met” the criteria.

### **A<sub>for</sub>L** Assessment **for** learning

Teacher is encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.



### Differentiated Instruction

Teacher poses open questions that allow for differentiation and learners to respond at their own stage of development.

responsibilities to make changes in the world to make it a better place. On pages 30 – 31 in ***One Hen*** and on page 30 in ***The Good Garden***, there are many examples of social action. With a partner, discuss a few ideas that you would be interested in exploring to help others. Share your ideas.

### Highlights and Summary:

Teacher asks students:

- *What have you learned?*

### Group Practice Task:

- Students work in pairs to compose a written text that compares a day in their life to a day in the life of either Kojo, Maria Luz or Mountain Girl (***The Table Where Rich People Sit.***) Based on information from the texts, students may need to infer activities that these main characters engage in over the course of the day. This task will have students begin to understand the differences among their lives. This can be a starting point for exploring further ideas such as child labour.
- In pairs, students dramatize their written texts for other students

### A<sub>for</sub>L Assessment **for** learning

Teacher summarizes students' learning by annotating their thinking on chart paper to add to success criteria. A checklist is used by both students and teacher to determine if the criteria has been "met" or "not yet met".

### A<sub>for</sub>L Assessment **for** learning

If possible, teacher uses a Flip camera or video recording device, to capture the dramatizations which will then be viewed to determine what students know, understand and are able to do. This assessment for learning information is used to determine next steps for instruction.

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